

MACON CHILDREN’S PROMISE NEIGHBORHOOD

“community-based, comprehensive, coordinated, concentrated, measurable & sustainable solutions for the children and families of Tindall Heights & Unionville in Macon, Georgia”

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PRIORITIES. Absolute Priority 1. Competitive Priorities: 4. Comprehensive Local Early Learning Network; 5. Quality Internet Connectivity. Invitational Priority: Adult Education

SECTION 1. NEED FOR PROJECT. The city of Macon is located in Bibb County, 75 miles south of Atlanta. The city has a high urban density (1,743 persons/sq. mi.) within 55 square miles. With a population of 93,248, Macon is the largest metropolitan city in Central Georgia. It is also the 7th-poorest city in America, according to a 2009 *Forbes* magazine ranking. Nearly one in three (29.8%) of the city's residents live in poverty, more than twice the U.S. percentage (13.5%) and almost twice the percentage in Georgia (15%), according to the most recent U.S. census data (American Community Survey, 2005-2009). In addition, 40.5% of Macon's children (0-17) live in poverty, nearly twice the Georgia percentage of 22.7%. The most recent (Georgia Department of Labor, July 2011) unemployment rate in Macon is 12.9%, compared to 10.1% in Georgia.

The demographic picture of the two MCPN target neighborhoods—Tindall Heights and Unionville—is even more grim. Census data shows that the MCPN target area has 10,617 residents, the majority (65.9%) of whom are African-American. Almost half (47.5%) of the households are below the poverty level. Nearly two-thirds (63%) of the adults do not have a high school diploma.

However, as Section 2 demonstrates, the MCPN target area (see map, p.2) also has important assets to build on, including its proximity to Mercer University (MU) and Central Georgia Technical College (CGTC) with a new community center in Tindall (and another on the drawing board for Unionville).

Academic Indicators of Need. The MCPN will serve students at four schools: Ingram-Pye Elementary; Hartley Elementary; Ballard-Hudson Middle School (BHMS); and Southwest High

School (SWHS). The most recent graduation rate at SWHS is 47%—making it one of the lowest performing high schools in Georgia. Almost all— 93.4% —of the students in the four schools qualified for free lunch in 2010-2011, with 96.3% FRL-eligible (Table 1).

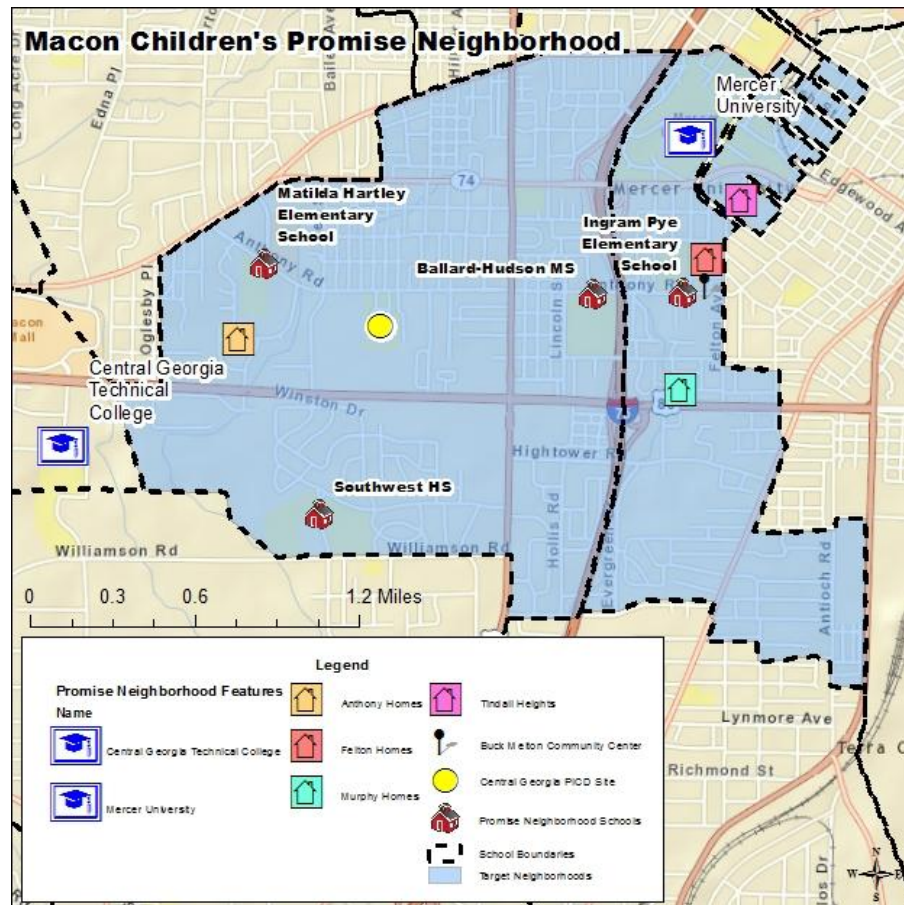


Table 1 Percentage of Free and Reduced Meals in MCPN Schools

School	Enrollment	Free Meals	Reduced Meals
Ingram-Pye	602	589 or 97.8%	8
Hartley Elementary	374	364 or 97.3%	5
Ballard Hudson Middle School	525	508 or 96.7%	11
Southwest High School	994	869 or 87.4%	48

MCPN's bleak academic story begins in kindergarten. In fall 2007, the Bibb County School System (BCSS) had 1,861 first-time kindergarteners. Using the Georgia Kindergarten Assessment Program-Revised (GKAP), 309 (16.3 %) were deemed "not ready" for kindergarten.

An additional 159 students were repeating kindergarten. Combining the 309 children “not ready” and the 159 students retained, already 23% of Bibb County kindergarteners are at-risk of not succeeding in school. At Ingram-Pye Elementary the percentage was even higher: 29% of the kindergarteners were identified as repeaters and/or “not ready.” By 2011, these students were seated in third grade, and the decline in educational attainment grew. At Ingram-Pye, 35% of the children did not meet reading or language standards and 54% did not meet math standards on the GA Criterion-Referenced Competency Tests (CRCT) used to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards. While the school system does not have a comprehensive longitudinal data system tracking individual student results, from this cohort it is obvious children who do not come to school “ready to learn” will face great difficulties performing at grade level.

The percentage of students at Ingram-Pye and Hartley elementary schools who did **not** meet CRCT grade-level performance standards for reading, English/Language Arts, and math is well above both the BCSS and Georgia percentages, and in some cases is nearly twice that of the system and three times that of the state (Table 2).

Table 2: Percent of Students NOT Meeting Standards

	SCHOOL	READING	ELA	MATH
3rd grade	Ingram Pye Elementary	35.8	34.6	54.8
3rd grade	Hartley Elementary	20.7	24.1	47.1
3rd grade	Bibb System	17.6	19.5	29.0
	GA Average	9.1	10.9	18.8
5th grade	Ingram Pye Elementary	41.9	28.1	44.8
5th grade	Hartley Elementary	27.1	17.6	56.9
5th grade	Bibb System	17.9	12.6	25.5
	GA Average	9.5	7.0	13.4
8th grade	BHMS	8.5	18.3	29.1
8th grade	Bibb System	8.2	14.9	36.8
	GA Average	4.0	7.2	22.3

Students' continuing slide in educational attainment is reflected in the ballooning, dismal high school completion/graduation rates at SWHS (Table 3).

Table 3: SOUTHWEST HS CLASS of 2011

9 th (2007-08) enrollment	10 th (2008-09) enrollment	11 th (2009-10) enrollment	12 th (2010-11) enrollment	2011 Regular Ed Diplomas
453*	226	211	165	115 (36.4%)

*Includes 9th grade repeaters (vs. 1st-time 9th graders) who are not computed in the state graduation rate of 47%

The discouragement and disarray of the high school environment is further reflected in the percentage of students missing more than 15 days of school (2009-10) -- 41.4%.

None of the MCPN schools made Adequate Yearly Progress (AYP) in 2010. The elementary schools have shown some improvement in 2011 under new leadership.

School	Status
Ingram/Pye	Under "corrective action," (NI-4); made AYP in 2011
Hartley	In second year of "needs improvement" (NI-2), made AYP in 2011
BHMS	Failed to make AYP in 2011
SWHS	Under state-directed action: Tier I transformation model; Failed to make AYP in 2011

Family and Community Indicators of Need. Based on data from the ACS 2006-2009, Bibb County residents fare far worse than residents in Georgia and the United States. (See Table 4)

Table 4: Macon-Bibb County compared to Georgia and U.S.

INDICATOR	MACON-BIBB	GEORGIA	USA
Crime Rate (violent), age 17 or older	15.3/1,000	7.6/1,000	6.8/1,000
Crime Rate (other crimes), age 17 or older	58.1/1,000	38.7/1,000	32.1/1,000
Renter-Occupied Housing Units	53.3%	32.2%	32.9%
Unemployment – July 2011*	10.5%	10.1%	9.7%
Median Household Income	\$27,405	\$29,113	\$29,530

INDICATOR	MACON-BIBB	GEORGIA	USA
Individuals Below Poverty Level	30.8%	14.5%	13.2%
Children in Poverty	28.4%	19.8%	18.2%
Children living in single-parent homes	47.5%	16%	14.9%

*Georgia Department of Labor

In addition, children in Macon-Bibb County fare far worse in child well-being indicators, according to the most recent (2009) Georgia KIDS COUNT indicators:

- The infant mortality rate per 1,000 is 14.7 (7.9 in Georgia)
- The low birthweight percentage is 13.3% (9.5% in Georgia)
- The teen birth rate per 1,000 for mothers 15-17 is 58.6 (38 in Georgia)
- The percent of babies born to mothers with less than a high school education is 33.6% (23.3% in Georgia)

Gaps or Weaknesses in Services, Infrastructure, or Opportunities: There are two predominating gaps that have inhibited the ability to improve outcomes for children in the MCNP target area: (1) Macon-Bibb County does not have a single organization that collects, analyzes and stores data. Entities do not share the same data indicators, making the collation and analysis of data difficult. Even data within the school system about high-risk students is not currently shared between Assessment and Accountability, School Social Work, school nurses, and Exceptional Children. (2) Organizations have often worked in “silos,” leading to well-intentioned but fragmented systems and services.

The MCNP application has created an environment to close those gaps. It has brought together the city and county governments, and has begun to resolve the turf issues among 35 lead organizations. MCPN partners are committed to integrating efforts in the target area so that time

and resource gaps do not contribute to children missing academic and developmental milestones. In addition to identifying gaps and weaknesses in youth, family, and community services and opportunities through the comprehensive needs assessment and segmentation analysis, MCPN's external evaluator will help develop a comprehensive inventory of fiscal resources (including private and federal/state grants), and services to identify lapses and overlaps.

There are four housing projects (Tindall Heights, Felton Homes, Anthony Homes, and Murphey Homes) in the target area. However, during the past 10 years the Macon Housing Authority (MHA) has gradually worked to redevelop the area. Part of this redevelopment has included the Buck Melton Community Center, a state-of-the-art community center in the heart of MCPN. The Boy's and Girl's Club of Central Georgia (BGCCG), one of just seven clubs nationally to be named a "Dependable Club" for its long record of excellence, operates out of the center. The Center is immediately adjacent to Ingram/Pye Elementary School, and it serves students from the other three MCPN schools. MCPN also is adjacent to MU at one end of the "Macon Promise Neighborhood Education Corridor." At the other end is the technical college (CGTC), adjacent to the high school (SWHS). This proximity to institutions of higher education will facilitate tutoring and mentoring programs by college students, and provide the potential for dual enrollment certificate programs with CGTC and scholarship opportunities through MCPN partner colleges. Ingram/Pye, Hartley, and BHMS are all feeder schools for SWHS, which will facilitate tracking longitudinal data on educational attainment and other community indicators as the project's continuum of solutions is implemented.

SECTION 2: QUALITY OF PROJECT DESIGN. *Aligning the Continuum of Solutions with the School Improvement Strategy.* Over the past 18 months, the Bibb County Board of Education (BCBOE) has completely replaced the school system's leadership. Mercer University

(MU) leaders and the local nonprofit community have come together under the Promise Neighborhood banner to collaborate with the school system's developing strategic plan.

MCPN & BCSS Theory of Change	
Strategic Principle	Evidence
1. Mindsets determine students' ability to learn at a high level of expectation.	Dweck (2006); Howard (1995)
2. Risk factors subvert children's educational success; protective factors increase children's resilience.	Benard (1991); Warner (1992)
3. When parents are engaged with schools and have an educational plan for their own futures, their children will succeed in school.	Christenson (2001, 2005); Davis-Kean (2005); Dearing (2006); Magnuson (2007)

Increasingly, research (see above) shows that socio-economic status is not the major determinant of students' ability to learn. The mindset of students and parents largely determines students' ability to learn at a high level of expectation. This strategic principle has several implications. **(1.1)** Students must have multiple, cognitively and socially challenging opportunities to strive, risk, learn, and develop, including access to 21st Century digital learning tools. The strategic plan is opportunity-based. **(1.2)** Students and their parents must have the training and support to develop this new mindset and gain confidence in its efficacy. The strategic plan is student/parent-centric. **(1.3)** Teachers, counselors, school leaders, and community partners must also change mindsets as necessary to support students' effort and learning. Students must be met where they are and moved forward through inspiring and creative teaching and mentoring, a shared culture of effort and improvement, and realistic, measurable, individual goals. The strategic plan is learning-focused.

(2.1) A second guiding strategic principle for the school/community collaboration is that in areas of concentrated, generational poverty, students face multiple risk factors that may delay or

undermine their development and educational success. Children are resilient, but, as the pioneering work of Warner showed, 20% to 49% of high-risk children will suffer developmental damage and negative outcomes as adults. With “protective factors,” however, 50% to 80% of high-risk children will become competent adults. **(2.2)** High risk students must be identified early, and their families must be offered high quality, appropriate services at every crucial developmental gateway. Both classroom efficacy and parental/community support build children’s resilience. The crucial developmental gateways are health and wellness in the first stages of life, language acquisition, developing prosocial behaviors, reading by third grade, social transition in middle school and preparation for rigorous learning in high school, persistence to graduation, choosing a career direction, and preparation for and admission to post-secondary programs. The K-12 pipeline will be the central focus for these “protective” interventions, with early learning and development and preparation for and admission to post-secondary programs also playing essential roles. The design of the continuum of solutions will be built around these interventions.

The last guiding strategic principle for the school/community collaboration is: **(3.1)** Parents must be engaged with the schools and their children’s learning, and **(3.2)** whenever possible, adult family members must themselves be engaged in learning and vocational training. When parents value education and have a plan for their own future, children are most likely to share those values. As the Harvard Family Research Project has documented, if low-income parents value education and support their children’s efforts, children will succeed in learning in a supportive and stimulating school environment. If parents won’t or can’t support children’s learning, educational success at scale may be almost impossible in our most impoverished

neighborhoods. The BCSS and the MCPN collaborative will dedicate significant resources to engaging and supporting parents as learners and leaders -- and as partners in the MCPN project.

Southwest High School serves approximately 1,000 students grades 9-12. Since the 2008-2009 school year, Southwest has been classified as a NI-7 school. In 2010, it was identified by Johns Hopkins University and America's Promise as one of the 2,000 lowest-performing high schools in the nation. For the past three years, Southwest has missed the graduation rate, math, and ELA targets. A new principal currently leads the implementation of a Transformation Model for Southwest as a recipient of a state School Improvement Grant (SIG).

The proposed MCPN continuum of solutions aligns with an ambitious, rigorous, and comprehensive strategy for school improvement at Southwest, which revolves around 7 key initiatives:

1. Whole school accountability, with incentives for increased student achievement and graduation rates and removal of ineffective personnel;
2. Opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school;
3. Intensive professional development, including subject-specific pedagogy, instruction that is responsive to the community served by the school, differentiated instruction, and technology-infused instruction, supported by establishing and sustaining professional learning communities across SIG schools, the state, the nation, the world;
4. Flexibility in staffing, calendars/time, and budgeting to fully implement a comprehensive approach to improving student success;

5. Increased learning time with a focus on rigor and differentiation, including 30 minutes daily for academic support and a summer bridge program for rising 9th graders;
6. A vertically-aligned and research-based curriculum, with technology integrated;
7. Increased family and community engagement, including the adoption of Georgia's 360 Degree of Parent Engagement program with the support of the Georgia PTA and Title I.

Annual goals for improvement are:

- percentage of children meeting/exceeding standards in Reading/ELA on the Georgia High School Graduation Test (GHSGT) increases 5%/year;
- percentage of children meeting/exceeding standards in Mathematics on the GHSGT increases 10%/year; and
- graduation rate increases 10%/year.

With new principals at all three of the target-neighborhood feeder schools for Southwest, the strategic plans for these schools are being rewritten in concert with a system-wide new strategic plan under development. Superintendent Dallemand has already indicated that dramatically increased learning time, parent choice, and parent engagement are objectives for this new plan. All principals are enthusiastically engaged as MCPN partners.

Principal Mary Sams, in her second year at Ingram/Pye Elementary, is piloting a key MCPN solution in partnership with Communities In Schools: integrated student services through a site-based community support coordinator, which is the heart of the PN idea. This pilot will be expanded to Hartley Elementary during the planning year. MCPN will also coordinate with the school system's plans to pilot another key MCPN solution: student, teacher, and parent leadership training through the Efficacy Institute. PN funding will allow MCPN to double the impact of this training for Ballard-Hudson and Southwest students, teachers, and parents. This

parent engagement will be further supported with PN funding to enable Central Georgia Technical College (CGTC) to pilot an on-site Career Connection Center at Centenary Methodist Church, located in the target area, to engage parents and other adult family members with literacy training and other educational and vocational training, a key shared strategic principle for BCSS and MCPN.

Planning a Continuum of Solutions. The MCPN collaborative is unprecedented in Macon, and reflects a sense of community urgency and educational possibility. The MCPN lead partners who make up the Design Team for MCPN have exceptional track records of effective service to children and families and collectively represent the entire range of the continuum of solutions. Now they have joined this new effort to eliminate duplication and leverage improved outcomes. Each lead partner will be responsible not only for offering quality services itself but will convene and coordinate other partners who have committed to contribute to the solution, recruiting new partners to the effort as indicated by the comprehensive assessment of needs. ***These solutions, a number of them encompassing distinctive innovations, and the lead partners responsible for them are described at the end of this section (p. 15) for 13 outcomes and 24 indicators.***

Gaps in services for high-risk children and youth in the target neighborhood will be identified through the comprehensive needs assessment. Resource mapping will give lead partners and the local community the information about public/private funding streams necessary to redirect priorities or to seek additional funding to close these gaps, particularly as indicated by the segmentation analysis identifying the highest risk children in the neighborhood. Special attention will be paid to informing parents and encouraging them to take advantage of available services. A key element of the comprehensive needs assessment will be to identify other barriers to access to services on the part of children or parents. In addition, an aggressive community information

campaign will build broad community leadership and grassroots support for the MCPN.

Longitudinal data and transparent indicators will build confidence in the project for parents and teachers, in the business and funding communities, and for the partners.

Mercer University (MU) is both a lead partner and the convener and facilitator for MCPN. MU has continually played an award winning role in collaborative neighborhood revitalization efforts, collaborative community health efforts, and collaborative after-school efforts, as detailed below.

Leveraging Existing Assets and Coordinating with Other Efforts. For the past decade, major investments have been made in the physical infrastructure, housing stock, and social fabric of the MCPN neighborhood. These include two HUD Community Outreach Partnership Center (COPC) grants to MU; HUD HOPE VI and Federal-stimulus modernization grants to Macon Housing Authority (MHA); four major grants to MU from the Knight Foundation; Federal Home Loan Bank of Atlanta Affordable Housing Program grants to both MU and MHA; a city bond issue, and tax credits awarded to MHA. These programs addressed resident self-sufficiency, first-time homeownership, neighborhood leadership training and empowerment, and job training. The COPC grants to MU also supported building partnerships with the Bibb BOE, MU, CIS, and BGCCG that have brought five 21st Century Community Center grants to the MCNP area to support after-school programs. The COPC grants to MU also supported building partnerships between the MU School of Medicine and the local medical and business community to successfully create the first Federally Qualified Health Center (FQHC) in Central Georgia (First Choice Primary Care), located adjacent to the target neighborhood in downtown Macon.

This Central South Comprehensive Community Initiative (CSCCI), which has leveraged over \$70 million in economic impact, has been guided by a top-level formal partnership (the College

Hill Alliance) between the City, MU, and the Macon Housing Authority (MHA). The MU President, the Mayor, and the Executive Director of MHA serve as its Board.

Other important assets exist in the target neighborhood. For the past five years, the Bibb BOE and the local community, through two Special Purpose Local Option Sales Tax, have demolished and rebuilt three of the four MCPN target schools and are upgrading the fourth. MHA has converted a decommissioned National Guard Armory located adjacent to Ingram/Pye Elementary School and Felton Homes public housing into the Buck Melton Community Center, where BGCCG and other MCPN partners offer services. Felton Homes is completing a \$13.5 million Federal-stimulus (plus tax credits and bond issue) "green" renovation designed to make it some of the most attractive affordable housing in the city.

The services presently offered in the target neighborhood by project partners are themselves important existing assets. Within the target neighborhood, in 2007, its first year of operation, First Choice Primary Care served 778 children and adults from the target neighborhoods; 90% of prenatal care provided by Family Health Center of Central Georgia is from MCPN; EOC enrolls 48 children in Early Head Start and 74 in Head Start programs; last year BGCCG served 495 MCPN children in after-school and summer programs; BBBS placed 20 children with mentors; MU TRIO programs currently serve 10 SWHS students; Centenary Methodist Church offers hospitality to 120 homeless residents/week and transitional housing and counseling for 12/week re-entering prisoners; MHA supplies high quality public housing for 936 households and 66 Section 8 vouchers in the neighborhood; and CGTC enrolls 75 adults in GED classes at Buck Melton Community Center and 30 adults in vocational training at the Community Career Center at Centenary. Most recently, CIS and MU have partnered to place a Community Resource Coordinator at Ingram/Pye (with offices also on campus at the Center for

Leadership and Volunteerism). And MU announced this fall a new endowed scholarship offering full tuition and room and board at MU and available for an outstanding, low-income graduate each year from SWHS. These existing services are the base for the MCPN continuum of services.

Several other efforts are underway to improve the quality of life and opportunities for success in the target neighborhood. They include the Mayor's Shalom Zone initiative in Beall's Hill (part of the Ingram/Pye district); proposed relocation of Juvenile Court services and consolidation of other juvenile services to a location adjacent to the target neighborhood; the Mayor's Second Street revitalization plan, which would connect downtown Macon and MU at I-75 with a mixed-use corridor through the target neighborhood; the purchase of the old Ballard-Hudson school building in Unionville by the Central Georgia Partnership for Individual & Community Development (PICD) to be renovated as a community and resource center; Wesleyan College's award-winning Aunt Maggie's Kitchen Table, a family and children outreach center in Anthony Homes; and the DREAM Team certified-literate community initiative of CGTC. Finally, MCPN has already become part of a community of practice facilitated by the Georgia Family Connection Partnership and including the Athens/Clarke County PN, which was awarded a PN planning grant in the 2010 competition. In fact, MCPN has been given permission to utilize the longitudinal data system and case management system developed by the University of Georgia for Athens/Clarke County PN in the MCPN planning process.

Macon Children’s Promise Neighborhood: Continuum of Solutions “community-based, comprehensive, coordinated, concentrated, measurable, & sustainable solutions for the target neighborhoods and target schools”		
Education Outcomes & Indicators	Solutions	Lead Partners
1. Children enter kindergarten ready to succeed in school i. # and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health ii. # & % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate learning measures iii. # & % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool	Increase Access to Comprehensive Maternity Counseling	Medical Center of Central Georgia (Beginnings Program)
	Increase Quality of and Access to Early Learning Services	Economic Opportunity Council (Early Head Start, Head Start)
		Greater Little Rock Baptist Church (Preschool)
		Bibb Public School System (PreK Programs)
	Offer Quality Early Learning Training & Certification	MU Tift College of Education
	Promote Healthy Early Development with Increased Access to Primary Care Physicians, Obstetric and Pediatric Care, & Health Education	First Choice Primary Care (FQHC)
		MU Family Health Center of Central Georgia
	Medical Center of Central Georgia (Peyton Anderson Health Education Center)	
Distinctive • Healthy early development and early learning are keys to eventual school success. In a county where the percentages of low birth-weight babies and infant mortality are significantly higher than the state average, work towards this outcome must start before birth. When present resources only allow for 15% of eligible children in the neighborhood to be enrolled in Early Head Start or Head Start, we must		

develop a comprehensive neighborhood network of child-care providers who are trained and certified to state standards. <ul style="list-style-type: none"> MU Tift College of Education is taking the lead in the state of Georgia in developing training and certification programs for preschool and early learning programs and will provide training and certification of daycare providers and staff in the neighborhood. 		
2. Students are proficient in core academic subjects iv. # & % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESA (3 rd through 8 th and once in high school) v. # & % of children who participate in high-quality learning activities during out-of-school hours or in the hours after the traditional school day ends	Enhance Classroom & Supplemental Instruction as Student-Centric and Opportunity-Based	Bibb Public School System
		MU (Tift College of Education placement of student teachers and field work practica)
	Increase Placement of College Students for After-School Enrichment & Tutoring for Elementary and Middle-School Students	Boys & Girls Clubs of Central Georgia
		Bibb Public School System (After School Program)
		MU Office of Service-Learning
	Enhance Tutor Training & Evaluation for College Students	Communities of Schools of Georgia (CIS)
Distinctive <ul style="list-style-type: none"> Bibb schools are adopting a “mindset” approach providing students with multiple opportunities to strive, risk, learn, and develop, starting from where they are developmentally (see theory of change in MOU). As a pilot program, CIS will place a VISTA Community Resource Coordinator at Ingram/Pye and Hartley Elementary, who will also have an office on Mercer’s campus to recruit and train students as tutors. 		
3. Students successfully transition from middle grades to high school vi. Attendance rate of students in 6 th , 7 th , 8 th , and 9 th grade vii. # & % of children who are suspended or	Increase Number of Trained Mentors for At-Risk Elementary and Middle-School Students	Big Brothers Big Sisters of the Heart of Georgia (Adult School-Based Mentoring & College Student “First Mentors” Program)

receive discipline referrals during the school year		Mentors Project of Bibb County
		100 Black Men of Macon-Middle Georgia
		MU Center for Leadership and Volunteerism
	Increase Awareness of the Availability of Mental Health & Substance Abuse Services	River Edge Behavioral Health Center
	Increase Awareness of the Availability of Family Counseling Services, particularly for Students with Behavioral Problems	Family Counseling Center
Distinctive <ul style="list-style-type: none">Big Brothers Big Sisters mentored youth are 46% less likely to begin using illegal drugs; 27% less likely to begin using alcohol; 52% less likely to skip school; and 37% less likely to skip class. Grossman (1995)		
4. Youth graduate from high school viii. Graduation rate	Increase Number of Graduation Coaches	Bibb Public School System
	Introduce Drop-Out Prevention Programming through Integrated Student Services	Communities in Schools of Georgia (CIS)
	Provide Centralized & Visible Family and Children Support Services in Tindall Heights & Unionville	Macon Housing Authority
		Central Georgia Partnership for Individual & Community Development (PICD)
	Increase Number of Peer High-School Mentors of Primary-Grade Students	PALS (Peers Advocating for Leadership and Service)
		Big Brothers/Big Sisters (Big Buddy Program)
Distinctive <ul style="list-style-type: none">CIS is recognized as the premier drop-out prevention program in the country (ICF International five-year comprehensive evaluation). We will pilot the CIS Community Support Coordinator at Ingram/Pye and Hartley Elementary as a model of the case management system we see as essential to the quality of services in MCPN.		

- The Macon Housing Authority has recently redeveloped a decommissioned National Guard Armory as a comprehensive community resource center in Tindall Heights. In Unionville, the Central Georgia Partnership for Individual & Community Development (PICD) has purchased the old Ballard-Hudson School building to serve “as a public resource center for all individuals in the community seeking to improve themselves through financial and health education, as well as vocational training and positive social skills.” These are exceptionally important assets to the community and will be the sites through which MCPN partners deliver many of their services within the two target neighborhoods.
- High school students who are at risk of dropping out are retained through graduation by serving as peer mentors for primary grade students in their neighborhood and thereby enhancing their own skills in reading and math and earning respect and self-respect for their service. Both Big Brothers Big Sisters and PALS are experienced and successful in promoting and supervising these programs.

5. High school graduates obtain a postsecondary degree, certification, or credential ix. # & % of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation	Increase Number of Students Prepared for College Entrance & Success	Mercer University (Upward Bound Program)
		Boys & Girls Clubs of Central Georgia
		Middle Georgia Center for Academic Excellence (Educational Talent Search Program)
	Increase Student Joint Enrollment in Vocational Programming	Central Georgia Technical College
	Introduce Summer Internships with Local Businesses for Targeted Students	100 Black Men of Macon-Middle Georgia
		Office of Workforce Development (City of Macon)
	Make available a full-tuition and room & board scholarship to highly qualified Southwest High graduates.	MU

Distinctive

- MU was one of the first applicants for the new Upward Bound program when it was approved by Congress in 1965, and has offered the

program for 46 years. Sam Hart, Sr., its long-time director and now Executive Director of the Middle Georgia Center for Academic Excellence, received a National Presidential Award for Excellence in Science, Mathematics, and Engineering mentoring in 1999.

- In September 1998, The 100 Black Men of Macon-Middle Georgia, Inc. selected a graduating 5th grade class from Ingram/Pye Elementary School and committed to providing full scholarships to all students who completed high school and enrolled in any form of postsecondary education or training at an accredited institution. As of 2008, 18 of those students had enrolled in college with full scholarships from 100 Black Men.
- Summer internships provided by local businesses for target high-school students will keep students engaged during out-of-school time and focused on graduation and careers.
- In 2011, Mercer alumnus. Benjy Griffith III pledged \$2.5 million to endow the Griffith Scholars program. This program will enable academically gifted graduates from Bibb County high schools with demonstrated financial need to obtain the premier education available at Mercer. Each scholarship dollar awarded from this fund will be matched by the University one-to-one.

Family And Community Support Outcomes & Indicators	Solutions	Lead Partners
6. Students are healthy x. # & % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily xi. # & % of children who consume five or more servings of fruits and vegetables daily	Increase the Availability of and Participation in Health, Nutrition, and Parenting Programs	MU Department of Community Medicine Community Partnership, Inc. (Family Academy Program)
	Promote and Develop Additional Community Gardens	Centenary United Methodist Church
	Increase Access to Affordable Fresh Produce through Establishing a Community Grocery	Centenary United Methodist Church
	Encourage & Educate Youth to Make Healthy Choices	North Central Health District Adolescent Health & Youth Development
Distinctive <ul style="list-style-type: none"> • Over the past five years, Centenary Church has reinvented itself as a highly diverse, community-outreach congregation, partnering with other community-based organizations for neighborhood transformation. In partnership with MU and the College Hill Alliance (a neighborhood revitalization initiative funded by the Knight Foundation through MU), Centenary has developed a sustainable business plan to establish a community grocery immediately adjacent to the target neighborhood and the University. 		

7. Students feel safe at school and in their community xii. # & % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment	Increase Participation in and Effectiveness of Judicial and Social Services for At-Risk Children to Prevent Student Truancy, Gang Involvement, and Criminal Activity and to Provide Appropriate & Timely Interventions for Children At-Risk of Incarceration or Removal from Their Families	J.U.S.T. Children of Macon Georgia
		Big Brothers Big Sisters (Truancy Prevention Program)
	Increase Residents' Willingness and Ability as Neighbors to Cooperate to Make Their Neighborhood Safe	Macon Police Department (Neighborhood Watch Program)
Distinctive <ul style="list-style-type: none"> J.U.S.T. Children is a broad collaborative organized by the Juvenile Court Judges of Bibb County to coordinate and centralize all services in Bibb County available to prevent children's criminal behavior, counsel families of children in crisis, and turn around children who have been expelled from school or arrested. Local research shows that 85% of the youth with adult mentors went to school more often, reducing truancy within the mentored youth. 		
8. Students live in stable communities xiii. Student mobility rate	Continue Renovation of Public Housing & Extend Opportunities for Low-Income Homeownership, including Lease-to-Own	Macon Housing Authority (MHA)
	Increase Number of Parents Who Apply for Available Family Support Services	Bibb County Division of Family & Children Services (DFCS)
	Increase Outreach & Extend Hospitality to Homeless Individuals & Families in the Target Neighborhood	Centenary United Methodist Church
	Increase the Availability of Transitional Housing for Reentering Prisoners	
	Increase Number of Mentors for Children with an Incarcerated Parent	Big Brothers Big Sisters (Mentoring Children of Promise Program)
Distinctive		

<ul style="list-style-type: none"> MHA is one of the highest performing housing authorities in the nation. In partnership with the City of Macon and MU, over the past decade it has utilized HOPE VI and Federal Home Loan Bank of Atlanta grants, Federal stimulus funds, MU grants and loans, tax credits, bond issues, and private equity to transform much of the public housing and surrounding neighborhood housing in the target neighborhood. BBBS has mentored more than 800 children of prisoners since 2006, with 100% of the mentored youth avoiding involvement with Juvenile Justice 		
9. Families and community members support learning in Promise Neighborhood schools xiv. For children birth to kindergarten entry, the # & % of parents or family members who report that they read to their child three or more times a week xv. For children in kindergarten through eighth grade, the # & % of parents or family members who report encouraging their child to read books outside of school xvi. For children in the ninth through twelfth grades, the # & % of parents or family members who report talking with their child about the importance of college or career xvii. # & % of parents or family members who are pursuing adult educational or vocational-training goals	Increase School-based Parental Involvement	Bibb Public School System (Title I Training Parent Trainers & Parent Advocates)
	Offer Leadership Training to Students and Parents	Bibb Public School System (Title I Efficacy Institute)
	Develop Intensive Program of Neighborhood Empowerment & Leadership Development	Family Counseling Center
	Strongly Promote Adult Literacy, Education, & Career Planning for Parents	Central Georgia Technical College (CGTC)
Distinctive <ul style="list-style-type: none"> The Efficacy Institute will work closely with the Bibb schools system-wide to introduce their Turnaround Initiative, which has worked very successfully for Memphis Schools among others. The work of the Efficacy Institute for 25 years has been based on the principle that intellectual capacity is neither fixed nor given; rather, it can be built - <i>to high levels</i> - through the sustained application of effective effort at challenging tasks. Students, parents, educators, and Promise Neighborhood partners will all be energized by this new mindset about student potential. A hallmark of the MCPN Project will be neighborhood and parent engagement through an experienced on-site community facilitator & trained local Neighborhood Advocates, who will conduct 25 living room chats, 10 focus groups, and 4 community meetings over the 		

planning year, as well as strongly involving churches and PTOs in facilitating the interview surveys that are the heart of the comprehensive needs assessment.

- As a pilot program, CGTC will increase access to adult education for parents and other adult family members through a neighborhood-based Career Connection Centers, with access to literacy training, GED completion, and certificate programs. This is an important step beyond school engagement by parents and capitalizes on the indirect effect of parental aspiration on children's expectations. "Evidence suggests that parents who succeed in completing additional schooling or secure a higher-paying job are likely to have children with better health, schooling, and labor market outcomes." Magnuson, K. (2007) Also see Davis-Kean, P. (2005).

10. Students have access to 21 st century learning tools xviii. # & % of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device	Increase Neighborhood Digital Access	Washington Memorial Library
		Macon Housing Authority
		Boys and Girls Clubs of Central Georgia
		Central Georgia Technical College
		Bibb Public School System
	Provide National Technical Assistance on Overcoming the Digital Divide	John S. & James L. Knight Foundation
	Offer Computer Camps & Competitions	MU (Department of Computer Science)
Distinctive <ul style="list-style-type: none"> The Knight Foundation has a nationwide digital-access initiative that has transformed Washington Library in Macon as a major computer hub, the library that serves the target neighborhood. Extending broadband access into the neighborhood and analyzing potential resources to make computing devices easily accessible to every student will be a key element of the MCPN planning effort, supported by technical assistance from the Knight Foundation. 		
11. Students, parents, and adult learners have convenient access to Project services through appropriate transportation resources xix. # & % of neighborhood residents who use	Develop a neighborhood transportation network, utilizing public transportation, church vans, and agency vans as well as transportation vouchers	Macon Transit Authority

public transportation xx. # of access points to a publically available transportation network in the neighborhood		Macon Housing Authority
Distinctive <ul style="list-style-type: none"> Transportation is a key issue in a neighborhood where only 25% of households own a car. Without convenient, affordable, & reliable transportation, residents will not, for example, have access to the computer lab at Washington Library, the mental health services across the river at River Edge Behavioral Health Center, the community grocery in the College Hill Corridor, or the CGTC Community Career Center at Centenary Methodist Church across the street from the MU campus. 		
Evaluation Outcomes & Indicators	Solutions	Lead Partners
12. Partners, parents, and evaluators have access to user-friendly baseline and continuing data on project indicators	Establish agreements to share data and link longitudinal and case management systems	Community Partnership, Inc. (a Georgia Family Connection partnership)
xxi. # & % of formal agreements between partners and MCPN to share data on a common data base, with access as appropriate by partners, evaluators, and parents	Collect and Analyze Data and Evaluate Progress	Mercer University (local evaluation team)
	Train Project partners in outcome-based evaluation and assessment	United Way of Central Georgia
Distinctive <ul style="list-style-type: none"> Last year's Promise Neighborhood planning grant recipients have confirmed that linking longitudinal data systems is legally, as well as technically challenging. MCPN is in a community of practice with a first-round grantee, Athens/Clarke County Family Connection/CIS. The Athens PN, working with the University of Georgia, has developed a longitudinal data and case management system which they have agreed to share with MCPN as an in-kind contribution to our application. Julie Sharpe, the external evaluator this year on the Athens planning grant, has agreed to play that role with MCPN. Sharpe is very experienced, including many years spent with Georgia KIDS COUNT. Her experience the PN planning grant will be invaluable, particularly in forging the legal agreements with state and local agencies to share data and track common indicators. 		
13. Community members and leaders are aware and supportive of the Macon Children's Promise	Develop and implement media & communication strategies	Education First, Inc.

Neighborhood xxii.# & % of partners and other members of the Partnership Council who attend Council meetings and Council committee meetings xxiii. # of responses to MCPN website and social media xxiv. # of positive mentions of MCPN in public media	Track all Partner & other Volunteer Hours Invested in MCPN During the Planning Year	Volunteer Macon
Distinctive <ul style="list-style-type: none"> Education First has for over 20 years been the premier advocacy organization for public education in Bibb County; its Board is a “blue ribbon” panel of our community’s most influential leaders. Julie Moore, the Executive Director, has a very strong relationship with the new administration of the Bibb Public School System. In its role as a “lead” partner, Education First is making communication of MCPN efforts and successes its “job one.” Communicating the work and outcomes of MCPN is a primary focus for every MCPN partner. Education First will tell the Promise Neighborhood story through media (traditional and e-based) and social network marketing. 		

SECTION 3. QUALITY OF PROJECT SERVICES *Comprehensive Needs Analysis*

and Segmentation Analysis. Three strategic goals will guide MCPN to develop and offer the Project services. First, parents, school personnel, and neighborhood leaders must be fully, and transparently engaged as partners in the process. This requires a high degree of communication with accurate, user-friendly information delivered by individuals accepted in MCPN neighborhoods. It will be as much listening as telling. Second, a case management approach will most successfully target the highest-need children in the neighborhood, as identified through the comprehensive needs assessment and segmentation analysis. This will require extensive cooperation and openness between parents, school personnel, and Project partners. Much of the information needed to best serve high-risk children must come with the parents' permission. Having to conduct this research under Federally-mandated Institutional Review Board (IRB) regulations will help ensure full disclosure and freedom of choice for parents. Third, in order to direct resources according to the priorities that emerge from the segmentation analysis, partners will work closely together to identify funding streams and allocation of resources, as described by the Promise Neighborhood Institute at PolicyLink (Joseph (2011)). This fiscal mapping, which will be an important part of the comprehensive needs assessment, will be facilitated by the Georgia Family Connection state office.

The comprehensive needs assessment will be organized around the classic tools of parent interview surveys, neighborhood focus groups, personal interviews with partners, and collection and analysis of demographic data. (See Sharma (2000) or Moore (2009) for guides and toolkits for this process.) Several areas of high concern are already apparent. As noted, 41.4% of SWHS students missed more than 15 days of school in

2009-2010. At Ingram-Pye Elementary in 2007, 29% of the kindergartners were identified as repeaters and/or “not ready.” In 2010-2011, 10 students were expelled from the middle school and 19 from the high school. Five children at Ingram/Pye last year were in foster parent settings. The instability of residence in the target neighborhoods will pose a particular challenge. A high number of students are **not** Full Academic Year (FAY).

School	Students not FAY	Total Students	Percent not FAY
Hartley	226	470	48%
Ingram/Pye	351	742	47.3%
BHMS	162	618	26.2%
SWHS	270	1097	24.6%

The segmentation analysis will employ multiple tools to ensure partner consensus, neighborhood buy-in, and mutual commitment to redirect existing resources and develop new resources as indicated. Nominal Group Processes are highly participatory and often revealing. Paired Comparison Techniques help make tough choices between priorities clear. Interrelationship Diagramming allows the Project team to expand on and concretely apply the theory of change required in the partner MOU. Force Field Analysis allows barriers and roadblocks to success to be highlighted and targeted. In addition to the results of the community needs assessment, already gathered baseline data from partner agencies’ current work will be used in the segmentation analysis. Factor analysis will be applied to establish what underlying factors are leading to demand for particular services within the community. The purpose of conducting such analysis is to expose what may be hidden drivers of behavior (e.g. Are the outcomes and indicators MCPN has identified matching up with the actual values and expectations of the community?). Cluster analysis will help develop specific, targeted programs and services by allowing MCPN to

parse out like groups or clusters that share or desire similar needs or services. The benefits of targeted interventions are increased efficiency, effective use of resources, and the ability to identify and prioritize high-risk factors (triage approach).

While the comprehensive needs assessment and segmentation analysis may give more insight into trends within the community, it will take strong personal connections to ensure each individual's unique set of needs are addressed. To facilitate the process of identifying high-need students and matching them to targeted services, MCPN proposes a case-worker approach to coordinating screening and referrals at the school level. This role will be taken on by either a CIS site coordinator, school counselor, family engagement facilitator, or other individual identified by the school. Screenings at the preschool level will be coordinated by MU Tift College of Education. Children and families may be referred to MCPN through other routes, but school-based screening will be advantageous for several reasons: schools know the children and their families and interact with them on a frequent basis, schools can serve as a microcosm of the surrounding neighborhood from which the student population is drawn, and the school system already has a robust system in place to capture student and family data.

MCPN plans to create or adapt an already existing screening tool for use by the school-based case-worker (for example, Blank (2000)). As a result, students who are screened and present as high-need will receive a sort of "student transcript." This document will include a personal profile, family overview, summary of needs, and eventually, a description of services rendered. This document will follow the child throughout the continuum of MCPN services.

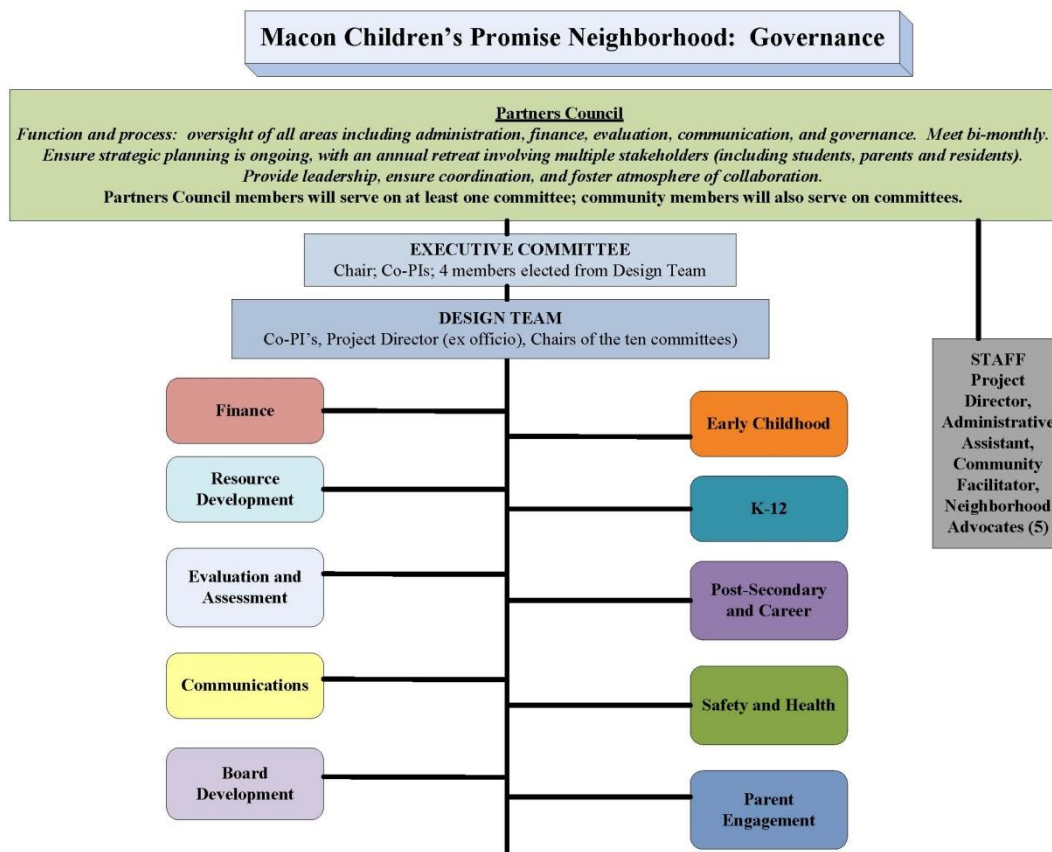
Evidence for Best Practices. Many of the solutions proposed for the MCPN initiative are either national best practices or have shown evidence of being effective interventions to improve low-income children's academic success and healthy development, to reduce risks to children and families, or to stabilize and engage low-income communities. Key MCPN solutions and the degree of evidence for their effectiveness are: **(1) Healthy birth and infancy:** The MCCG Beginnings Program incorporates lessons learned from the Olds Prenatal and Early Childhood program piloted at MCCG a decade ago with the support of a Knight Foundation grant. Strong evidence shows that among teenage mothers the program delays the onset of a subsequent pregnancy and reduces the risks for early antisocial behavior on the part of children and prevents problems associated with youth crime and delinquency. Highly competent and caring health care is assured from MCPN's unique partners. The Mercer University School of Medicine (MUSM) mission is to educate primary-care physicians to practice in underserved areas of Georgia. The Family Health Center is staffed by these MUSM teaching physicians, interns, and medical students and sees patients on a sliding-fee scale. In addition, First Choice Primary Care community health center, established by MU, uses the national Federally Qualified Health Center (FQHC) model of delivering high quality services to a "golden ratio" of uninsured, Medicare, and third-party payee patients, with a majority of Board members receiving services through the FQHC as a quality control. **(2) School readiness:** Strengthening daycare quality brings measurable success. Head Start participants are more likely than non-Head Start siblings to finish high school and attend college and less likely to be charged with a crime. "Head Start Fade," showing that early gains in test scores tend to fade over time, will be addressed by MCPN follow-on services. **(3)**

Reading on grade level by third grade: MU work-study students have been America Reads tutors since 1998. Potter *So That Every Child Can Read* (1999) describes effective tutoring practices at 61 America Reads sites, including lessons learned. (4) High-quality after school, extended day, and summer programs: The school transformation model for MCPN will include extended-day and extended-year elements that strong evidence shows to have been effective in Knowledge Is Power Program (KIPP) schools and other high-achievement reform models. MCPN will also be served by a broad range of after-school and summer programs that offer tutoring, mentoring, and internships. The Bibb County After School Program is the second largest in the state and has been developed and supported through four 21st Century Community Learning Center grants, as well as Safe Schools/Healthy Students and Workforce Investment Act grants. In 2006-2007 (most recent evaluation data), 103 students were served at Ingram/Pye, and 100% of these students were promoted to the next grade. The BGCCG offers an affordable, professional, national program for youth that focuses on health, academic success, and character. Smart Moves, a Boys and Girls Club initiative, was identified by the Children's Defense Fund as the top primary-prevention program in the country. (5) Support for the emotional, physical, intellectual, and academic transitions of middle school: BBBS, the premier mentoring organization in the country, screens and trains mentors, matching them with youth to provide academic and social support on school grounds and outside of the school environment. BBBS of the Heart of Georgia was selected as the Agency of the Year in America in 2006, serving 1,500 students a year with one-to-one mentors. Dianna Glymph, CEO, was named one of the top 3 CEOs in the country in 2005 and 2006. In conjunction with the Mentors Project of Bibb County

(MPBC) and PALS, youth are provided with support and guidance, positive role models addressing specific goals for each youth in the program. (6) Access to an intentional drop-out prevention program: There is strong evidence that the CIS model of intervention is associated with the strongest reduction in U.S. dropout rates and is unique among dropout prevention programs in having a positive effect on both dropout and graduation rates. Local evidence shows that nearly 100% of the Bibb County protégés who graduate from high school with an active mentor will attend a post-secondary institution and become productive members of the community (7) Access to intensive college preparation programs: Upward Bound programs are results-based and competitive. Students in the program are four times more likely to earn an undergraduate degree than those students from similar backgrounds who did not participate in Federal TRIO programs (educational-opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds); students in the TRIO Student Support Services program are more than twice as likely to remain in college as those students from similar backgrounds who did not participate in the program. (8) Increased access to web-based information, communication, and learning opportunities: The US DOE has documented the gap in digital access at home between low-income and middle-income children (*The Expanding Digital Learning Participation Gap* (2006)). Technology advocates urge the potential value of social networking skills and experience and of interactive learning for student academic achievement. (9) Continued mentoring through college: The former director of MU's Upward Bound program, Sam Hart, Sr., was recognized in 1999 with a Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring by the National Science Foundation for having successfully

mentored 103 African-American, first-generation college students to degrees in mathematics or science. Since 2004, Hart's Middle Georgia Center for Academic Excellence, Inc. has served over 1,200 middle- and high-school students annually, achieving a 93% secondary school graduation rate and a 90% rate for students passing all sections of the Georgia High School Graduation Test. **(10) Strongly engaging parents and residents**: The Efficacy Institute "Turnaround Initiative" (leadership training for students, parents, and teachers) had a dramatic effect on 10 Memphis schools. In one year, seven of ten schools on the state watch list were removed from the list or moved to improving categories. Growth in these schools was accelerated beyond the rate of the district average; proficiency gains from the two middle schools (which are now in Good Standing) were double the grade-level gains for the system as a whole. This is the school system's primary parent strategy. **(11) Stabilizing the target neighborhood**: MHA, with the City of Macon and MU, completed an exemplary HOPE VI project in the target area in 2006 on-time, under-budget, successfully relocating over 350 residents, increasing the total number of affordable replacement units available, and stabilizing the neighborhood with 27 first-time homebuyers and 66 moderate- to middle-income families in multi-family housing. Intensive case management services supported 158 public housing residents in pursuing individual improvement plans; 72 residents were able to meet their goals. Results included, 39 former residents of Oglethorpe Homes in the MCPN target neighborhood received job skills training, and 204 young adults (18-25 year-olds) were placed in job experiences. Eight residents completed GEDs; two completed entrepreneurial training. At close-out of the grant, the median household income of former Oglethorpe Homes' residents had risen from \$5,625 to \$11,922.

SECTION 4. QUALITY OF THE MANAGEMENT PLAN. The management of MCPN is tripartite: the Partners Council, the Design Team planning group, and the management team.



The Partners Council will create policies and procedures and make the decisions necessary to promote full interagency collaboration and service integration to close the academic gap. Based on the Family Connection standard of representation, MCPN will maintain a diverse governance system that includes public agencies, non-profit organizations, business community, consumers of services, family representatives, faith community, civic organizations, local government, and youth. There will be a continuous effort to recruit community members and decision-making representatives from

organizations that can provide services and/or resources in the MCPN area. The Partners Council has been meeting since January 2010. Sam Hart Sr., Chair of the Bibb County Board of Commissioners, serves as chair of the Partners Council (*resume attached*). Currently, there are 50 diverse Partners Council members, including 4 MCPN parents, 4 MCPN public housing residents, 3 SWHS Upward Bound students, 2 School Board members, 3 City Council members, and the Chair of the Macon-Bibb County Industrial Authority.

Macon Promise Neighborhood Key Partners

<i>Lead applicant and fiscal agent</i> Mercer University (MU)	<i>Health and Safety</i> River Edge Behavioral Center Family Counseling Center North Central Health District Adolescent Health and Youth Development First Choice Primary Care MU: Department of Community Medicine Community Partnership: Family Academy Program Centenary United Methodist Church J.U.S.T. Children MPD: Neighborhood Watch Program
<i>Early Childhood Care and Education</i> MU: Tift College of Education Head Start: Economic Opportunity Council Greater Little Rock Baptist Church Bibb Public School System: Pre-K	<i>Parent, Community Leadership and Empowerment</i> Bibb Public Schools: Efficacy Institute Education First: communication and advocacy Family Connection/Community Partnership Macon Transit Authority Mayor's Office Shalom Zone
<i>K-12</i> Bibb County School System Communities in Schools of Georgia Big Brothers/Big Sisters of Central Georgia United Way of Central Georgia Boys and Girls Clubs MU: Office of Service-Learning, Tift College of Education, Center for Leadership and Volunteerism, Upward Bound and TRIO Program, Computer Science Department Mentor's Project of Bibb County 100 Black Men of Macon-Middle Georgia PALS (Peers Advocating for Leadership and Service) Middle Georgia Center for Academic Excellence Washington Memorial Library John S. and James L. Knight Foundation School Principals, parent representatives, student representatives	<i>Data and Evaluation</i> Community Partnership: longitudinal and case management systems United Way of Central Georgia: outcome-based evaluation and assessment Volunteer Macon: track partner & volunteer hours Athens/Clarke County Family Connection/CIS: partner in community of practice for legal and data-sharing system MU: Evaluation Team (5 faculty members from Education, Medicine, Sociology)
<i>Workforce Readiness and Adult Learners</i> Macon Housing Authority Central Georgia Technical College Macon-Bibb Office of Workforce Development Central Georgia Partnership for Individual and Community Development 100 Black Men	

Deputy Superintendent Susanne Griffin-Ziebart and all 4 principals of the target schools serve on the Council. The council will meet bi-monthly and will operate and organize around key decision-making issues for oversight, planning, and future service delivery, with specific responsibilities for partner accountability within the plan, strategic planning for implementation of the plan, evaluation of Project outcomes, reporting to the community on progress, and championing the Project in the community. Partners Council members serve staggered 3-year terms as elected by the Partners Council (and as nominated by an *ad hoc* Nomination Committee appointed by the Chair). The work of the Partners Council will be carried out by several standing committees, on which partners and other stakeholders can serve whether they are currently on the Partners Council or the Design Team or not. The Chair of the Partners Council will appoint the standing committee chairs and the Executive Committee will approve all committee appointments as nominated by the committee chair. The Executive Committee of the Partners Council consists of the Chair, the Co-PIs for the grant, and 4 members elected at large from the Design Team. All Partners Council members are required to serve on at least one standing committee; other interested parties from the community at-large can also serve on these committees. These committees are: Finance, Evaluation & Assessment, Resource Development, Communications, Board Development, Early Childhood, K-12, Post-Secondary & Career, Safety & Health, and Parent Engagement & Neighborhood Empowerment.

The Partners Council will collaborate with the MCPN Design Team to meet all planning requirements. The Design Team is a smaller working group of community organizations, faith-based partners, residents, school personnel, and higher education staff and faculty who will meet monthly and complete assigned tasks, with specific responsibilities for plan design, grant applications, plan sustainability, data gathering, and trouble-shooting. The Design Team is co-

chaired by the MU Co-PIs for the grant, Dr. Mary Alice Morgan (Senior Vice Provost for Service-Learning) and Peter Brown (Professor of Philosophy and former director of the Mercer Center for Community Development). Its other members are appointed by the Co-Chairs, with approval of the Executive Committee of the Partners Council, for staggered 2-year terms. The Project Director serves on the Design Team *ex officio*. The Design Team will be assisted by a local MU evaluation group, who are experienced faculty and researchers from Education, Community Medicine, and Sociology, and by Julie Sharpe, an external evaluator who served that role with Athens/Clarke County, a 2010-2011 PN grantee.

The MCPN management team members have worked together toward common goals for many years in various capacities, including collaborating through such vehicles as Family Connection, United Way, Macon Homeless Coalition, Weed and Seed, J.U.S.T. Children, HOPE VI, MU Community Outreach Partnership Center, and College Hill Alliance. MCPN provides an opportunity to collaborate on a much larger and deeper scale by providing the framework for garnering broader community support, for constructing a clear model of how to work together, for sharing information, and for evaluating shared results. Special MCPN emphasis is being placed on developing tools to increase the capacity to communicate among the partners and the community at large, including use of MCPN, neighborhood, and “town meetings, training, and retreats.” MCPN will create shared experiences and understandings within the management team through regular meetings, trainings, and retreats. The ongoing process of teambuilding will identify any policies or regulations that could impede the ability to achieve common goals. Additionally, these meetings, trainings and retreats will be used to document lessons learned and best practices found throughout the process.

To build capacity of the management team and project director to work with all stakeholders within the target neighborhood, including schools and the school system, MCPN has already established a partnership with the BCSS Superintendent and his new management team. BCSS has enthusiastically embraced MCPN and has allocated upper management personnel for support and guidance. Further, recognizing that trust between agencies and consumers can only be achieved through significant relationships, MCPN will hire Neighborhood Advocates from within the target neighborhood to open doors and facilitate relationships.

MCPN will share a longitudinal database currently being developed by the University of Georgia for the Athens/Clark County 2010 PN grantee. The database links with school-based and State data systems, and allows access to parents (who are encouraged to input information by completing self-assessments), partners, and evaluators within privacy laws. To begin populating this data system, a team from MU will design and analyze a family participant survey to obtain baseline data around educational, family and community support indicators. Travis Blackwell, Community Partnership (Bibb County Family Connection) executive director, who has extensive experience in working with residents in neighborhood development, will supervise the survey design.

To create formal and informal partnerships, deliverables—including print, electronic, and media-based--will be developed to communicate the MCPN vision, theories of action, and theories of change. A partner MOU has been developed which reflects these, as well as clear statements and agreements of partner involvement and accountability. The MU evaluation team will develop and refine an evaluation strategy with the guidance of external evaluator Julie Sharpe and the national evaluator for PN. The fact that SWHS is also populated from two other

elementary schools and a middle school in a non-MCPN neighborhood may offer an ideal control group for evaluation purposes.

Building a financial base for change can involve three distinct approaches: redirecting existing resources to plan priorities, identifying new funds from grants and donations, and refinancing services paid for with public funds. To both redirect existing resources and refinance at the community level, MCPN will complete a Community Fiscal Inventory during the planning process. The Community Fiscal Inventory is designed to capture information about all of the expenditures made for services to children and families in a community. Redirecting existing resources is accomplished by members of the collaborative adopting the planning priorities in their own organization's budget and redirecting resources from lower priority or less effective activities to the implementation of strategies identified by the community planning process. Local partners with similar or overlapping objectives are potentially those most committed to the success of collaborative and thus most willing to engage in the challenging work of sustaining new strategies.

Partner Commitment: As documented in the MOU in Appendix C, representatives from 31 entities have made a written commitment of time and expertise to MCPN planning activities for the MCPN. The partners believe that it is their moral, ethical, and economic responsibility to help close the achievement gap by making access to resources more equitable, streamlining practices and data sharing, and identifying and implementing best practice services and practices that support academic, family and community success.

Partners have committed more than \$241,540 of in-kind support to the planning grant in the form of time to participate on the Partners Council and/or the Design Team, facilities, technical assistance, and project staffing. Partners have also conducted preliminary focus groups within the

target neighborhood. The results of these focus groups emphasized project sustainability and strong communication with residents and leaders in the target neighborhoods. The partners agree that the sustainability of MCPN is critical and that the work of MCPN must continue beyond the funding period. The Design Team and the Partners Council will work with program staff to develop and implement a sustainability plan and support campaign that will lead to diverse revenue streams. Partners have identified critical activities, roles and responsibilities that will enhance sustainability and will be used as non-federal match contributions. Broad-based community support for the project is also crucial to its success and its sustainability. The partners will take the following actions to ensure this support: (1) Inter-agency trainings and an annual community-wide forum will be offered to broaden the pool of service providers and resources that will help close the achievement gap. (2) The Partners Council and Design Team will identify opportunities and implement an action plan to reallocate established funding streams that present barriers to services. (3) The emerging needs of the community will be reassessed in the light of the comprehensive needs assessment and segmentation analysis and plans for service delivery redeveloped to meet those needs. (4) Ongoing meetings with key stakeholders including residents of the community will be held on the progress of the MCPN. (5) Program staff will provide training and education to policy makers, the business community, and potential partners to elicit contributions of cash, donated space, and gifts of property or equipment. (6) The partners of the MCPN value the need for dissemination of innovative and best practice methods. Partners are committed to being part of a Community of Practice. (7) Partners will educate federal and state lawmakers of the positive impact that this transformation has had on the schools involved to generate support for a process that encourages changes to the allocation of funding to scale up the MCPN to other neighborhoods in Bibb County. (8) As the infrastructure is being developed

and the members see the value of having MCPN staff in the community, cost-sharing will be encouraged for positions. Cost agreements will be developed between organizations as their level of commitment increases.

To ensure full community support, local foundations and corporations have been approached to be part of the planning efforts. These are: the Peyton Anderson Foundation, the Logan Lewis Foundation, the Community Foundation of Central Georgia, and the John S. and James L. Knight Foundation. The Greater Macon Chamber of Commerce has already given the use of their facilities and has been a vital partner in this planning grant. The United Way of Central Georgia has also been an active member in this planning grant proposal and has agreed to be part of the Design Team and offer outcome measurement training for partners. Finally, the Peyton Anderson Foundation has committed \$150,000 to MCPN to support the Community Facilitator and Advocates and to fund trainings that develop their leadership skills.

Management Team Given the scope of work entailed in this application, including piloting three new solutions (CIS Community Resource Coordinator at Ingram/Pye & Hartley Elementary, CGTC Career Connection Center at Centenary Methodist Church, and parent and student leadership training through the Efficacy Institute in partnership with the Bibb School system), the quality and dedication of the management team is crucial. An organizational chart of the project management team is in the Appendix.

Co-PI **Dr. Peter Brown** (*resume attached*) is familiar with local, state, and national resources to support community change, with a strong track record in securing external funding and building local partnerships around a vision of change. He has been the primary community convener for the MCPN planning process. He was a national finalist for the Thomas Ehrlich Civically Engaged Faculty of the Year in 2009 and has a certificate in Community Building from

the University of Miami, School of Architecture. He will take the lead for developing a long-range resource strategy for MCPN, as well as guiding the incorporation of best practices in community building and comprehensive community transformation. Co-PI **Dr. Mary Alice Morgan** (*resume*), as Senior Vice Provost for Service-Learning at MU, will collaborate with students, faculty, academic units, and a range of community-based organizations to facilitate service-learning and community engagement on the part of MU. She oversees the Mercer Service Scholars program, a corps of 60 scholarship students who are selected for special leadership training and service-learning coursework that works directly with poverty alleviation in Macon. Morgan has been an advocate for public education and has worked with the BCBOE, serving as chair of the Character Education Task Force. She will coordinate the services to the Project offered by MU units and oversee the recruitment and training of MU students to participate as tutors and mentors.

The **Project Director** must be an experienced community activist with management, resource development, and quality control experience. Evidence of success in improving services or creating new opportunities for low-income families and children is highly desirable. The Project Director will represent MCPN and its goals to key public stakeholders. Communicative skills are at a premium, as is the ability to build collaborative efforts across socio-economic and/or ethnic divides. He or she will supervise the Community Facilitator, Administrative Assistant, and Neighborhood Advocates and work closely with the Design Team and with contract parties on the services they are to deliver. The Project Director will be responsible for producing a strategic plan and data management system for the academic progress and healthy development of children and youth in Tindall Heights and Unionville who are zoned to attend SWHS.

The **Community Facilitator** must be a gifted communicator with successful experience building community trust, as well as being able to represent the Project at every level in the community. He or she must have a strong track record in an advocacy or nonprofit or educational setting, with experience with youth development and/or parent engagement preferred. He or she will supervise and train five part-time Neighborhood Advocates, arrange informational events and neighborhood meetings to support the planning process, and assist in the data collection and needs assessment.

The five **Neighborhood Advocates** will be MCPN residents and/or parents of children at the four MCPN target schools, with a passion for improving other people's lives and/or making a difference in the community. They will receive training in leadership and planning for community change and will serve as advocates for the neighborhood and schools, working under the direct supervision of the Community Facilitator. They will facilitate resident training and neighborhood meetings, and ensure that residents and parents are aware of the opportunities being developed for the neighborhood's children. They will assist the evaluation team in gathering data on children and neighborhood needs and gaps in services and will share results with residents on a regular basis.

The community organizations and MU faculty and staff tasked with and budgeted for important elements of the planning process are all very high-performance and experienced change agents: **Bibb County Public Schools** (Susanne Griffin-Ziebart, Deputy Superintendent for School Improvement and Redesign-*resume attached*), **Family Counseling Center** (a United Way agency, Frank Mack, ED), **Community Partnership, Inc.** (a Family Connection agency, Travis Blackwell, ED), **Macon-Bibb County Economic Opportunity Council, Inc.** (Jimmie Samuel, ED), **Communities in Schools of Georgia** (Taryn Collinsworth, Director), **Big**

Brothers Big Sisters of the Heart of Georgia (Dianna Glymph, President & CEO), **Education First** (Julie Moore, ED), **Central Georgia Technical College** (Sharon Cloud, Special Projects Coordinator for Adult Education), **MU Tift College of Education** (Dr. Margaret Morris, Professor and Chair of Teacher Education-*resume*), **MU Upward Bound & TRIO Programs** (Michelle Currie, Director-*resume*), **MU Evaluation Team** (Dr. Theodorea Berry, Chair-*resume*), and **Sharpe Solutions LLC** (Julie Sharpe, external evaluator & co-director of Georgia KIDS COUNT-*resume*).

WORK PLAN FOR PLANNING YEAR

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County Economic Opportunity Council, Inc. (EOC). EOC is a Community Action Agency that serves children in 1 Head Start site and 3 Early Head Start sites in the target neighborhood.

Those involved in this initiative will assist in developing a comprehensive, standards-based early learning network within the targeted neighborhoods of Tindall Heights and Unionville. Tift will implement professional development and model evidence-based practices for children birth to third grade. The Tift outreach initiative will include selected pre-school programs and the target neighborhood elementary schools, Ingram/Pye Elementary and Hartley Elementary. As field placements with the target neighborhood schools from elementary through high school continue, collaboration with BCSS will remain a priority for Tift. With a neighborhood graduation percent of 45.2% in 2009-2010, the pattern of need is established. Early-intervention for the children in this neighborhood as well as a continuum of support for children and teachers from birth through high school is the ultimate mission of Tift's involvement with the target neighborhood. Through the early learning network, Tift faculty will provide support to parents in the areas of child development, home-to-school connections, and strategies they can use to guide their children and families toward success. The network structure establishes a culturally and linguistically responsive parent and family practice that will lead to improving parent-child relationships, health and well-being for families, and sound educational outcomes for children.

Establishing an Early Learning Network. Within the target neighborhood, EOC will assist in identifying and convening early care providers. Once these early learning providers have been identified and convened, a needs assessment will be conducted to determine focus areas.

An Advisory Committee comprised of members of early learning network providers, target neighborhood parents, EOC staff, and Tift faculty will become the leadership and decision-making body of the network. The Early Learning Network will demonstrate model collaboration

with BCSS, the local and federal Region IV Office of Head Start, and the Georgia Department of Early Care and Learning.

Early Learning Quality, Standards, and Teacher Preparation. Emphasis on delivering standards-based curriculum within the early learning network will be accomplished through professional development workshops and seminars on language/literacy and mathematical and scientific conceptual development in children. Tift's standard-based certification programs (Early Childhood General Curriculum Special Education and Early Care) are approved by the Professional Standards Commission. Tift programs are also approved by the National Council for Accreditation of Teacher Education. Tift implements innovative evidence-based curricula and teaching practices that are culturally and linguistically responsive and recognized for their effectiveness in teacher preparation. EOC's Head Start program has received five national and state awards in the past 23 years.

Assessment. Tift faculty and EOC Head Start staff will demonstrate program improvement through self-assessment, community assessment, and other program data relevant to improved practice among the early learning network. An evaluation system for measuring the growth and development of children will be collaboratively implemented with early learning providers. Focusing on effective teaching interaction, the instrument aligns with professional development goals and outcomes. Initially, Tift faculty will utilize the Classroom Assessment Scoring System CLASS Observation Tool to identify needs among the early learning network participants. Two of the participating faculty will become trained CLASS observers and, eventually, trainers. Early learning network providers choosing to further their education through Tift degree programs will be assessed and evaluated through program portfolios that are standard-correlated instruments. Standards for every program are grounded in national organizations and learned societies (e.g.,

NCATE, Association of Teacher Educators, International Reading Association, and the National Council for Teacher of Mathematics. All EOC Head Start teachers will be required to have a BA degree by 2013.

Competitive Priority 5: Quality Internet Connectivity. The educational use of technology and the Internet outside the classroom is not widely valued or accessible by students or adults within the MCPN corridor. Fortunately, Macon has a basic infrastructure for internet connectivity on which MCPN can build, and the expertise to do so through the technical assistance of the Knight Foundation. As a partner with the Knight Foundation's Internet initiative, MCPN students and adults will have an upgraded technology center for digital literacy classes to extend learning beyond the classroom, and expand school and employment opportunities. Curricula for these classes are already developed, and Mercer will partner with Washington Memorial Library for Mercer students—digital natives—to provide one-on-one tutoring in computer skills. MCPN will develop a coordinated plan for public transportation through the Macon Transit Authority for residents to access the digital literacy classes.

The second goal is to broaden access to computers throughout the MCPN, and the third is to motivate students and adults to use these resources. The Boys and Girls Club, located in the heart of MCPN, participates in Club Tech, a partnership with Microsoft that provides free software for use in the center as well as multiple site licenses. Programs range from a digital arts suite to robotics to “game tech,” where students can learn the science and engineering of video game design. In addition, Mercer faculty and students have partnered with classes at Ingram-Pye Elementary School to teach higher order creative thinking skills and computer literacy. The Mercer Computer Science Department will expand this partnership to include programming competitions for the MCPN corridor middle and high school and Summer Computer Camps to

introduce corridor students to skills and careers in technology. MCPN plans to expand digital storytelling classes that Mercer faculty and students have offered in a church-based after-school program in Tindall Heights. Finally, MCPN will employ digital marketing, including high-impact videos for parents, to bridge the gap from school to home and develop early post-secondary-to-career goals for their children.

Invitational Priority 8: Family Engagement in Learning through Adult Education. The Career Connection Center (CCC) model sponsored by Central Georgia Technical College (CGTC) provides adult learners with the neighborhood-based resources needed to develop skills linked to viable family-sustainable income. The MCPN will include an analysis of the targeted adult population to identify the learning needs, goals, and objectives required to close work-readiness gaps. Surveys will determine the best solutions necessary to address adult learning environments, constraints, and the delivery of services, as well as the design of programs that reflects their career preferences. Curriculum will be adapted to include context-based strategies specific to the residents being served. Residents will be included in the development of the implementation plan. Summative and formative evaluation tools will be developed to measure the effectiveness of the program to ensure it meets the needs of both the residents and potential employers. A training course will be developed for adults who successfully complete the program to serve as peer-to-peer tutors and mentors for others. The CCC model has been designed to include an on-site Retention Coach to identify and address issues that often derail adult learners, such as low support at home, low self-efficacy, low self-esteem, as well as other factors linked to socioeconomic conditions.

Evidence-based strategies identified as a result of two major research projects conducted by National Center for the Study of Adult Learning and Literacy (NCSALL) are included in the

CCC design: utilization of self-directed learning activities, inclusion of components that build accountability, emphasis placed on the advantages of community/neighborhood-wide learning support systems that are specific to the needs of the learner, use of technology to increase system capacity, coordination of services, and a learning experience that clearly delineates the benefits of adult education (Condelli 2010).

Important meta-research by Katherine Magnuson (2007, University of Wisconsin-Madison) for the Annie E. Casey Foundation documents the efficacy of a seldom-used strategy for improving K-12 student achievement; that is, involve an adult in the student's home in an education goal and, regardless of socio-economic status, that student's academic performance improves. Central Georgia Technical College will partner with the MCPN middle school to identify an adult in the home of each MCPN target student. That adult will be engaged in career education leading to gaining employment or advancing in the workplace, whichever is relevant. Funding for such enrollment is already in place in Georgia. Matching the adult with the opportunity is all that is missing.

With the combined Central Georgia Technical College strategy of technical education delivered in a neighborhood community center (Centenary Methodist Church) and enrollment of an in-home parent in a career education goal, MCPN embarks on an effort that holds the promise not only of transforming MCPN education success but establishing a practical, cost-efficient and effective new strategy for breaking the cycle of poverty in America.